1. The content and skills that are required and that will be taught by this learning package are appropriate for Years 9 and 10. Some students may have difficulty grasping some of the skills and concepts related to historiography and the issues surrounding historical knowledge however the method of introduction that the package provides for this sequence should be able to explicitly address all of these issues. Throughout the sequence there is also the constant opportunity for scaffolding that can be provided either to the class as a whole, or to the groups that students work in, which resolve these difficulties also.
2. Throughout the package, resources for the students and teachers are provided on all relevant topics. For teachers extra reading and resources are provided on the curriculum, pedagogy/theory, teaching strategies the use of ICT and ICT applications that can be used in the classroom. Whilst for teachers and students resources are provided on the content, such as relevant websites and how to use ICT applications in the classroom.
3. The package starts by linking the use of ICT resources with the curriculum and professional teaching standards, demonstrating the requirements of teachers regarding the use of ICT in the classroom. In the “lesson plans” section the package then provides a list of ICT applications that can be used, stating what these applications can do, from this teachers can deduce how to appropriately use these applications in the classroom, tutorials for the applications are also provided here. The package then addresses the relevant issues that will arise with the use of ICT in the classroom, it addresses the social and ethical issues of cyber-bullying and plagiarism for example, effectively stating how these issues can be addressed by the teacher. The package goes on to provide a detailed list of professional learning resources for teachers using ICT, from relevant education organisations as well as government departments. The package then deals with the content of the lessons, providing resources for extra reading and background information on the topic. Throughout this content-orientated section of the package, it continually provides resources on the content, however the package also provides extra resources on how to teach history using ICT, addressing issues such as why history is taught and misconceptions students may have regarding history, it focuses on the concepts of historical thinking and historical knowledge and reliability etc. The package then addresses the ICT application used in the lesson, providing resources on the use, relevance and practical applications of wikis in the classroom. The package then addresses the TPACK model, a primary model used for the justification and implementation of technology in the classroom, and effective strategies for its utilisation.
4. Overall the package provides a wealth of information on the use of implementing technology in the classroom, however it fails to demonstrate the effective use of these technologies in anything other than the ideal classroom. For example with the class depicted in the videos, the teacher has no classroom management issues, consequently the package assumes that just because the class is using ICT the students will remain engaged. Therefore it fails to address the significant issue of keeping students on-task, especially for ICT, when there is more of opportunity to go off-task. However the package is highly informative in its analysis of the main issues that will arise with the use of ICT in the history classroom and for how teachers can manage these effectively. Through the resources provided by the package, there is obvious potential for the creation of an informative and engaging learning experience. The package demonstrates how such technologies can be applied not only in this lesson sequence, but in other circumstance also to enhance the learning experience of students. By reference to the TPACK model the package articulates the effectiveness of technology in promote higher order thinking however the package could have used more traditional pedagogical models such Bloom’s Digital Taxonomy that may engender a more positive relation from wary teachers. As stated before the package does not effectively address issues of classroom management, however it does state that, as per the social constructivist theory underpinning this lesson, how to organise the classroom to promote interaction between the students and teacher. The package does not explicitly provide a range of teaching strategies however it provides a list of ICT programs and their abilities from which teachers can construct their own strategies from.